



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12291610
SAU: MSAD 35
School: Marshwood Great Works School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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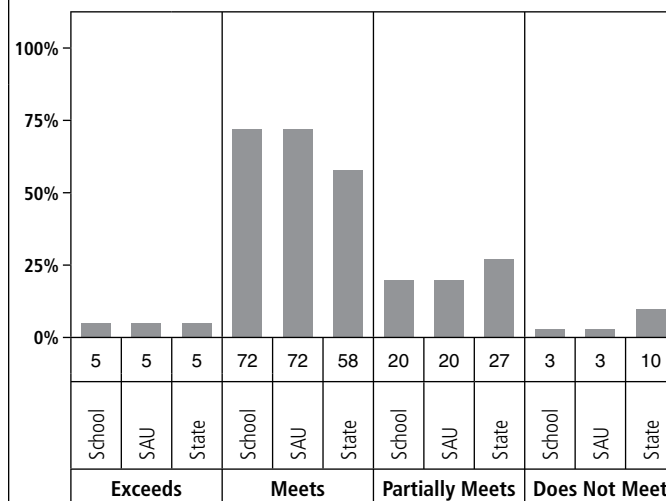
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 35
School: Marshwood Great Works School

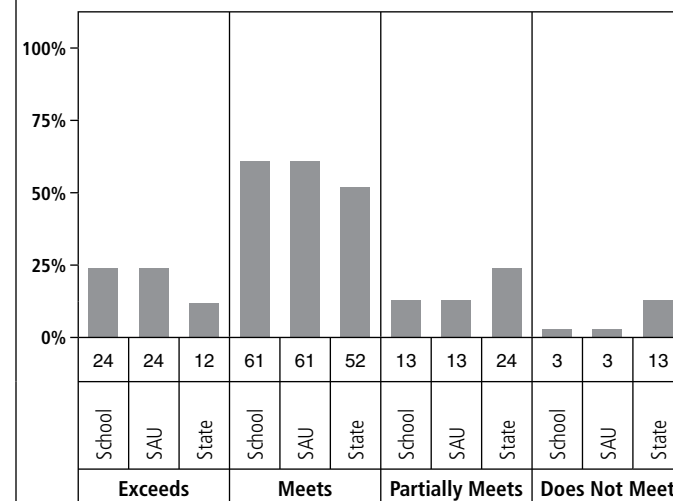
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	547	547	544
2006–2007	545	545	544
2007–2008	548	548	545
Cum. Avg. *	547	547	544
Mathematics			
2005–2006	552	552	543
2006–2007	549	549	546
2007–2008	554	554	546
Cum. Avg. *	552	552	545
ELA – Writing			
2005–2006	543	543	541
2006–2007	540	540	538
2007–2008	540	540	538
Cum. Avg. *			

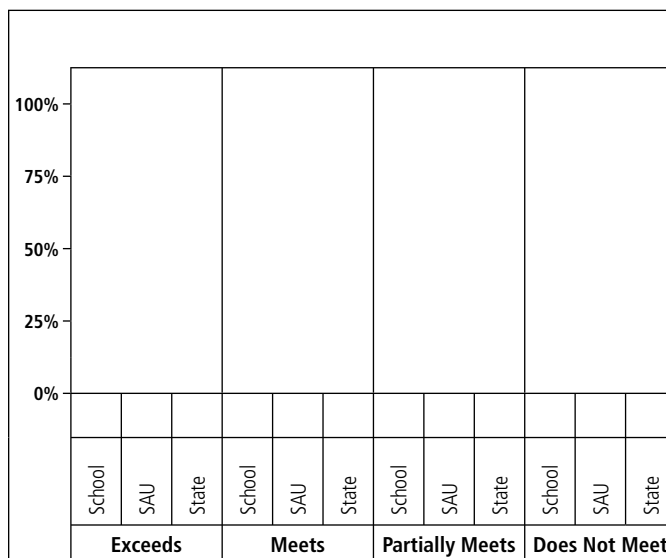
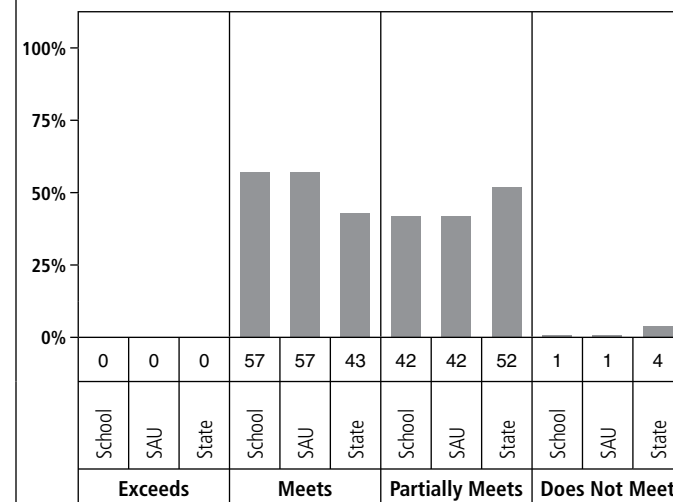
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 35
 School: Marshwood Great Works School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	195	100	195	100	14240	100	193	99	193	99	14157	100	193	99	193	99	14156	100							192	99	192	99	14107	99
Ethnicity African American/Black	2	1	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	2	1	2	1	201	1	2	100	2	100	199	99	2	100	2	100	199	99							2	100	2	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	191	98	191	98	13339	94	189	99	189	99	13274	100	189	99	189	99	13267	100							188	99	188	99	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	35	18	35	18	2555	18	35	100	35	100	2528	99	35	100	35	100	2526	99							34	100	34	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	28	14	28	14	5574	39	28	100	28	100	5528	99	28	100	28	100	5531	99							28	100	28	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	163	84	163	84	11042	78	163	84	163	84	11006	77							163	84	163	84	11127	78
Identified disability (PET/IEP)	6	4	6	4	396	4	6	4	6	4	404	4							6	4	6	4	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	2	1	2	1	134	1	2	1	2	1	133	1							2	1	2	1	136	1
Participation with accommodations	28	14	28	14	2974	21	28	14	28	14	3014	21							27	14	27	14	2845	20
Identified disability (PET/IEP)	27	96	27	96	1996	67	27	96	27	96	1986	66							26	96	26	96	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	4	1	4	766	26	1	4	1	4	801	27							1	4	1	4	710	25
Participation through alternate assessment (PAAP)	2	1	2	1	136	1	2	1	2	1	136	1							2	1	2	1	135	1
Identified disability (PET/IEP)	2	100	2	100	136	100	2	100	2	100	136	100							2	100	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							1	1	1	1	27	0
Non-participation – other	2	1	2	1	64	0	2	1	2	1	61	0							2	1	2	1	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 35
School:	Marshwood Great Works School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	9	5	9	5	721	5
	2006-2007	4	2	4	2	702	5
	2007-2008	9	5	9	5	659	5
	Cum. Total*	22	4	22	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	124	69	125	69	7571	53
	2006-2007	92	57	92	57	7730	55
	2007-2008	137	72	137	72	8195	58
	Cum. Total*	353	66	354	66	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	39	22	39	22	4343	30
	2006-2007	53	33	53	33	4182	30
	2007-2008	39	20	39	20	3800	27
	Cum. Total*	131	25	131	25	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	8	4	8	4	1628	11
	2006-2007	12	7	12	7	1419	10
	2007-2008	6	3	6	3	1362	10
	Cum. Total*	26	5	26	5	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.7	66.0	31.7	66.0	29.2	60.8
Literary Text	24	50	16.0	66.7	16.0	66.7	15.0	62.5
Informational Text	24	50	15.7	65.4	15.7	65.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 35
 School: Marshwood Great Works School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	9	5	137	72	39	20	6	3	548	191	5	72	20	3	548	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	2										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	187	9	5	136	73	36	19	6	3	548	187	5	73	19	3	548	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	33	0	0	16	48	13	39	4	12	541	33	0	48	39	12	541	2392	0	26	42	31	536
No	158	9	6	121	77	26	16	2	1	549	158	6	77	16	1	549	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	191	9	5	137	72	39	20	6	3	548	191	5	72	20	3	548	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	28	1	4	12	43	12	43	3	11	543	28	4	43	43	11	543	5454	2	48	35	15	541
No	163	8	5	125	77	27	17	3	2	549	163	5	77	17	2	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	191	9	5	137	72	39	20	6	3	548	191	5	72	20	3	548	14011	5	58	27	10	545
Gender																						
Female	99	7	7	75	76	15	15	2	2	550	99	7	76	15	2	550	6766	7	62	24	8	546
Male	92	2	2	62	67	24	26	4	4	545	92	2	67	26	4	545	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	191	9	5	137	72	39	20	6	3	548	191	5	72	20	3	548	12265	5	62	25	8	546
Gifted/talented program																						
Yes	1										1						464	27	71	2	1	557
No	190	9	5	136	72	39	21	6	3	548	190	5	72	21	3	548	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 35
School: Marshwood Great Works School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	1 69 27 3	0 4 0 0	0 3 0 0	1 84 36 4	100 70 77 80	0 26 11 1	0 22 23 20	0 6 0 0	0 5 0 0	552 547 548 550	1 69 27 3	0 3 0 0	100 70 77 80	0 22 23 20	0 5 0 0	552 547 548 550	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 56 9 1	2 1 1 0	4 1 6 0	38 79 8 0	67 81 50 0	14 15 6 2	25 15 38 100	3 2 1 0	5 2 6 0	548 548 545 535	33 56 9 1	4 1 6 0	67 81 50 0	25 15 38 100	5 2 6 0	548 548 545 535	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	36 56 6 1	4 0 0 0	6 0 0 0	50 69 6 0	81 71 55 0	7 25 3 2	11 26 27 100	1 3 2 0	2 3 18 0	550 546 542 537	36 56 6 1	6 0 0 0	81 71 55 0	11 26 27 100	2 3 18 0	550 546 542 537	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 64 14	0 4 0	0 4 0	19 84 19	53 77 79	14 19 4	39 17 17	3 2 1	8 2 4	542 549 548	21 64 14	0 4 0	53 77 79	39 17 17	8 2 4	542 549 548	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 49 38	0 2 2	0 2 3	13 56 55	59 67 86	6 23 7	27 27 11	3 3 0	14 4 0	543 546 551	13 49 38	0 2 3	59 67 86	27 27 11	14 4 0	543 546 551	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 53 16 10	1 2 0 1	3 2 0 6	30 66 21 8	83 73 75 47	5 21 4 7	14 23 14 41	0 2 3 1	0 2 11 6	550 547 546 544	21 53 16 10	3 2 0 6	83 73 75 47	14 23 14 41	0 2 11 6	550 547 546 544	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	24 27 49	1 0 3	3 0 4	22 37 63	55 82 77	15 6 14	38 13 17	2 2 2	5 4 2	544 548 548	24 27 49	3 0 4	55 82 77	38 13 17	5 4 2	544 548 548	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	39 53 8 0	5 4 0 0	7 4 0 0	53 70 13	73 70 81	15 20 3	21 20 19	0 6 0	0 6 0	549 547 549 549	39 53 8 0	7 4 0 0	73 70 81	21 20 19	0 6 0	549 547 549 549						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 35
School: Marshwood Great Works School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	39	22	39	21	1415	10
	2006-2007	23	14	23	14	1711	12
	2007-2008	45	24	45	24	1617	12
	Cum. Total*	107	20	107	20	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	107	59	108	59	6503	45
	2006-2007	96	58	96	58	6778	48
	2007-2008	117	61	117	61	7284	52
	Cum. Total*	320	60	321	60	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	30	17	30	16	3945	28
	2006-2007	35	21	35	21	3884	28
	2007-2008	24	13	24	13	3341	24
	Cum. Total*	89	17	89	17	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	3	5	3	2434	17
	2006-2007	11	7	11	7	1683	12
	2007-2008	5	3	5	3	1778	13
	Cum. Total*	21	4	21	4	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	10.8	72.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.6	61.4	8.6	61.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	10.1	72.1	10.1	72.1	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 35
 School: Marshwood Great Works School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	45	24	117	61	24	13	5	3	554	191	24	61	13	3	554	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	2										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	187	44	24	115	61	23	12	5	3	554	187	24	61	12	3	554	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	33	1	3	15	45	12	36	5	15	541	33	3	45	36	15	541	2390	2	29	34	35	534
No	158	44	28	102	65	12	8	0	0	556	158	28	65	8	0	556	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	191	45	24	117	61	24	13	5	3	554	191	24	61	13	3	554	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	28	5	18	15	54	8	29	0	0	552	28	18	54	29	0	552	5461	5	46	30	19	541
No	163	40	25	102	63	16	10	5	3	554	163	25	63	10	3	554	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	191	45	24	117	61	24	13	5	3	554	191	24	61	13	3	554	14015	12	52	24	13	546
Gender																						
Female	99	23	23	62	63	11	11	3	3	553	99	23	63	11	3	553	6767	11	51	24	13	546
Male	92	22	24	55	60	13	14	2	2	554	92	24	60	14	2	554	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	191	45	24	117	61	24	13	5	3	554	191	24	61	13	3	554	12265	13	54	22	11	547
Gifted/talented program																						
Yes	1										1						464	58	40	2	0	564
No	190	45	24	116	61	24	13	5	3	554	190	24	61	13	3	554	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 35
School: Marshwood Great Works School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	558	1	0	100	0	0	558	5	6	39	29	25	539
B. less than one hour	69	25	21	70	58	20	17	5	4	552	69	21	58	17	4	552	66	12	52	24	12	546
C. one to two hours	27	13	28	30	64	4	9	0	0	556	27	28	64	9	0	556	26	12	55	23	11	547
D. more than two hours	3	2	40	3	60	0	0	0	0	560	3	40	60	0	0	560	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	23	32	41	56	9	12	0	0	556	43	32	56	12	0	556	38	16	56	19	8	549
B. They match some of what I have learned.	45	15	19	50	65	10	13	2	3	553	45	19	65	13	3	553	48	9	53	26	12	545
C. They match just a little of what I have learned.	11	1	5	11	58	5	26	2	11	547	11	5	58	26	11	547	10	6	37	32	24	539
D. There is no match.	1	0	0	1	50	0	0	1	50	532	1	0	50	0	50	532	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	25	38	37	56	3	5	1	2	560	38	38	56	5	2	560	31	24	54	14	8	552
B. good	50	15	17	55	63	15	17	2	2	551	50	17	63	17	2	551	47	8	55	25	12	545
C. fair	10	0	0	12	67	5	28	1	6	546	10	0	67	28	6	546	19	2	43	35	20	539
D. poor	1	0	0	0	0	1	50	1	50	522	1	0	0	50	50	522	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	15	2	8	18	72	3	12	2	8	548	15	8	72	12	8	548	18	5	42	30	22	540
B. about the same as my regular schoolwork	70	30	25	69	58	19	16	2	2	554	70	25	58	16	2	554	66	11	55	23	11	547
C. easier than my regular schoolwork	15	7	27	16	62	2	8	1	4	555	15	27	62	8	4	555	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	4	18	14	64	4	18	0	0	554	13	18	64	18	0	554	21	10	48	26	16	544
B. two or three days a week	49	20	24	51	61	12	14	1	1	554	49	24	61	14	1	554	36	13	54	23	10	547
C. two or three times each month	30	14	27	29	57	7	14	1	2	554	30	27	57	14	2	554	27	12	54	23	11	547
D. never or almost never	9	2	13	9	60	1	7	3	20	548	9	13	60	7	20	548	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	4	1	14	4	57	2	29	0	0	550	4	14	57	29	0	550	7	12	44	25	19	543
B. two or three days a week	51	19	22	55	63	11	13	2	2	554	51	22	63	13	2	554	30	13	53	23	11	547
C. two or three times each month	36	18	29	36	58	6	10	2	3	555	36	29	58	10	3	555	34	12	54	23	10	547
D. never or almost never	9	2	13	8	53	4	27	1	7	549	9	13	53	27	7	549	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	5	83	1	17	0	0	549	3	0	83	17	0	549	7	7	40	25	28	539
B. 30–45 minutes	24	9	21	25	60	5	12	3	7	553	24	21	60	12	7	553	31	7	49	29	15	543
C. 45–60 minutes	58	28	28	57	58	12	12	2	2	555	58	28	58	12	2	555	40	12	55	23	10	547
D. more than 60 minutes	15	3	12	16	64	6	24	0	0	551	15	12	64	24	0	551	23	18	54	19	9	549
Optional school/SAU question																						
A.	39	17	23	50	68	6	8	0	0	555	39	23	68	8	0	555						
B.	53	26	26	56	56	14	14	4	4	553	53	26	56	14	4	553						
C.	8	2	13	9	56	4	25	1	6	551	8	13	56	25	6	551						
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 35
School: Marshwood Great Works School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	1 0	2 0	1 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	106 109	63 57	106 109	63 57	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	58 80	35 42	58 80	35 42	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	1 1	2 1	1 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.5	57.5	11.5	57.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.1	50.8	6.1	50.8	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.5	68.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 35
 School: Marshwood Great Works School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	190	0	0	109	57	80	42	1	1	540	190	0	57	42	1	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	2										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	186	0	0	108	58	77	41	1	1	540	186	0	58	41	1	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	5	16	26	81	1	3	534	32	0	16	81	3	534	2372	0	12	72	16	529
No	158	0	0	104	66	54	34	0	0	542	158	0	66	34	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	190	0	0	109	57	80	42	1	1	540	190	0	57	42	1	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	28	0	0	13	46	15	54	0	0	539	28	0	46	54	0	539	5435	0	32	61	7	535
No	162	0	0	96	59	65	40	1	1	541	162	0	59	40	1	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	190	0	0	109	57	80	42	1	1	540	190	0	57	42	1	540	13967	0	43	52	4	538
Gender																						
Female	99	0	0	71	72	28	28	0	0	542	99	0	72	28	0	542	6750	1	55	43	2	540
Male	91	0	0	38	42	52	57	1	1	538	91	0	42	57	1	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	190	0	0	109	57	80	42	1	1	540	190	0	57	42	1	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	1										1						464	2	74	23	0	545
No	189	0	0	109	58	79	42	1	1	540	189	0	58	42	1	540	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 35
 School: Marshwood Great Works School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	548	1	0	100	0	0	548	5	0	29	57	14	533
B. less than one hour	69	0	0	70	58	49	41	1	1	540	69	0	58	41	1	540	66	0	44	52	3	538
C. one to two hours	27	0	0	24	51	23	49	0	0	540	27	0	51	49	0	540	26	0	45	52	3	538
D. more than two hours	3	0	0	4	80	1	20	0	0	543	3	0	80	20	0	543	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	26	0	0	28	64	15	34	1	2	542	26	0	64	34	2	542	25	1	54	42	3	540
B. good	54	0	0	57	61	36	39	0	0	541	54	0	61	39	0	541	50	0	46	51	3	538
C. fair	19	0	0	13	39	20	61	0	0	537	19	0	39	61	0	537	22	0	29	65	6	535
D. poor	1	0	0	1	50	1	50	0	0	535	1	0	50	50	0	535	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	16	0	0	12	43	15	54	1	4	537	16	0	43	54	4	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	0	0	69	63	41	37	0	0	541	65	0	63	37	0	541	65	0	45	52	3	538
C. easier than my regular schoolwork	19	0	0	18	56	14	44	0	0	540	19	0	56	44	0	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	39	0	0	44	60	28	38	1	1	541	39	0	60	38	1	541						
B.	53	0	0	57	57	43	43	0	0	540	53	0	57	43	0	540						
C.	8	0	0	7	44	9	56	0	0	539	8	0	44	56	0	539						
D.	0										0											